DOCUMENT RESUME

ED 083 673 EA 005 509

AUTHOR Puckett, Myron L.

TITLE Innovations in Secondary Education: A Description of Five Programs. A Status Paper.

PUB DATE Aug 73

NOTE 45p.; A status report for International Management Training for Educational Change (IMTEC)

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS *Alternative Schools; Community Involvement; Comprehensive High Schools; Curriculum Design; *Educational Change; *Educational Innovation; Educational Objectives; Educational Problems; *Educational Programs; Equal Education; Humanization; Relevance (Education); *Secondary Education

IDENTIFIERS Advancement School; Alternate Learning Program; Calexico Intercultural Design; IMTEC; Internat'l Mgt Training for Educational Change; Parkway Program

ABSTRACT

Certain issues are cited as the most difficult in secondary education. These include the failure to provide equal educational opportunity; the establishment of school programs that are throught to be irrelevant or that treat student populations as homogeneous entities; unyielding bureaucracies; and a lack of opportunity for parent, student, and community participation. Five exemplary innovative approaches in secondary education are chosen to match each of these issues (although all schools are comprehensively designed to serve multiple purposes). These schools include the Calexico Intercultural Design, established to insure equality of educational opportunity for Spanish-speaking youngsters; the Philadelphia Parkway Program that stresses curricular activities with relevancy to a student's interests; the Alternate Learning Program of Providence, Rhode Island, which treats each high school student as a unique human being; the Advancement School in Winston-Salem, North Carolina, geared to the treatment of youngsters with special problems rather than to an interest in its own survival; and a Joint Committee on Educational Goals and Evaluation, established by California legislation which is concerned with the establishment of a mechanism through which student, parent, and community participation in educational goal setting will be assured. (Author/WM)

ED 083673

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

INNOVATIONS IN SECONDARY EDUCATION:

A DESCRIPTION OF FIVE PROGRAMS

A Status Paper
for
International Management Training for Educational Change
(IMTEC)

Prepared by:

Myron L. Puckett, Ph.D.

The National Program for
Educational Leadership

The Ohio State University
Columbus, Ohio

August, 1973

EA 005 509

FILMED FROM BEST AVAILABLE COPY

Table of Contents

page

I. Characteristics of American Public Secondary Education: An Historical Perspective----------1

A. Schooling to promote equal opportunity and equal status--------1

B. Immigration: A Shift from Northern European to Southern European and the Orient----------1

C. Agricultural/Mechanical Arts schools -- Morrill Act----------2

D. Rise of physical and biological sciences----------2

E. Expansion----------2

1. College attendance----------2

2. High School attendance----------2

3. Institutional expansion----------2

4. Reduction in number of youth employed----------3

F. Comprehensive High School----------3

G. Schooling: a local responsibility----------3

H. Specialized High Schools----------4

1. Academic----------4

2. Vocational----------4

II. Promises Kept -- Promises Unfulfilled----------5

A. Schooling has done the majority well -- Data on general acceptance----------5

B. An outpouring of innovation----------5

1. Curricular----------5

2. Organizational----------5

C. Shortcomings----------6

D. Data on willingness to accept innovation----------7

Table of Contents (continued)

page

III. Issues and Answers

A. Issue: Lack of equal educational opportunity
Answer: The Calexico Intercultural Design -- Calexico, California---------- 9

B. Issue: Irrelevant program
Answer: The Parkway Program -- Philadelphia, Pennsylvania---------- 13

C. Issue: Homogeneity of program
Answer: The Alternate Learning Program -- Providence, Rhode Island---------- 19

D. Issue: Unyielding bureaucracy
Answer: The North Carolina Advancement School -- Winston-Salem, North Carolina---------- 23

E. Issue: Lack of opportunity for participation
Answer: Joint Committee on Educational Goals and Evaluation -- California---------- 28

IV. References---------- 32

V. Sources of Additional Information---------- 33

VI. Supplemental Documentation (unattached)

A. Learning Achievement Package (LAP), Calexico Intercultural Design, Calexico, California.

B. The Parkway Program: Design for a Learning Community. The Parkway Program, Philadelphia, Pennsylvania.

C. The North Carolina Advancement School, Winston-Salem, North Carolina.

D. Education for the People. Vol. 1, Joint Committee on Educational Goals and Evaluation, California.

Inserts

	page
Summary of Course Offerings, Ridgewood High School, Norridge, Illinois	3a-3f
Foreign Languages Available to Students Enrolled in the Evanston Township High School, Evanston, Illinois	5a

I. Characteristics of American Public Secondary Education: An Historical Perspective

The tasks of the American high school are tasks which have arisen out of the historical development of schooling in general; but in particular, they reflect certain basic changes in the structure of our society which have occurred during the last century. Some persons who have had little or no opportunity to study American public schools may not be aware of the processes which have caused such a divergence from the schooling procedures of other free nations. As an introduction to this status report then, a few brief historical notes on American public secondary education seem in order.

The absence of conqueror and conquered and of a feudal system in our history provides one clue to understanding our evolutionary development. The contrast between a new society without hereditary titles and an old society with an aristocracy is most likely what Thomas Jefferson had in mind when he wrote of equality. Another clue comes from a realization of the importance of the pioneer movement westward across the continent in the nineteenth century. Frontiers in the American sense of the term have in fact helped shape our institutions. To a large extent, they were responsible for widening the concept of equality. For the American of the nineteenth century equality became, above all, equality of opportunity -- an equal start in a competitive struggle. This aspect of equality acted like a magnet on inhabitants of other lands and attracted those immigrants to our shores. And this wave of immigration placed on our tax-supported schools many educational tasks of a special nature. (Conant)

For some time there had been a gradual shift in the source of immigrants from northern Europe to southern Europe and the Orient. In some respects these immigrants were quite different from the Scandanavians, Germans, and English who preceded them. They tended to settle in the cities instead of moving out into the farmlands and they brought with them a cultural tradition that was somewhat at variance with the Anglo Saxon tradition. In the cities the new immigrants tended to keep to themselves, to speak their own language, and to live in the new land with the same habits and values they had brought from their homeland. They thus created a new type of problem in American culture -- how to assimilate people of diverse views into the American way of life. By the closing years of the 1890's the acculturation problem came to be seen as primarily a problem of education. The public school system from the first to the twelfth grade had only recently been established and was even then seen as one of the primary instruments through which the Americanization of immigrants and their children could be effected. Statements by schoolmen at that time appear as anachronisms to many of us in the 1970's. According to Cubberly, for instance, the first task of public education was to break up their ghettos, "to assimilate and amalgamate these people as a part of our American race, and to implant in their children, so far as can be done, the Anglo-Saxon conception of righteousness, law and order, and popular government." (Cremin, p. 68)

By the end of the century the open country that could be claimed by simply staking out one's portion was closed. Perhaps this fact helped to keep the new immigrants in the cities. The closing of the frontier had a tremendous effect upon American culture. It symbolized the closing of a period of expansion; it turned the country back upon itself to develop its cities, its industries, and to exploit its forests and cultivate its land. These facts tended to put greater weight on the value of education as a means of increasing the means of making alivelihood.

The existence of a few American four-year colleges during colonial days and the persistance of these institutions during the early years of the American republic have also had a determining influence on education in this country. Of perhaps equal significance has been the movement to establish agricultural and mechanical arts colleges which started just about a century ago. The passage of the Morrill Act during the Civil War provided federal support for a new type of college in each state, the "land-grant colleges," as they were soon called. As these institutions developed, instruction in such practical fields as animal husbandry came to have the same academic standing as that of education for the professions. A proliferation of professional and semiprofessional areas of instruction, running from architecture to wild life conservation, started in the closing decades of the last century and has continued into this century.

The widening of the fields of instruction in the nineteenth century was part of a drastic educational reform that was taking place on both sides of the Atlantic. The main objective of this reform was the recognition of the physcial and biological sciences as reputable subjects to be studied in school. On this continent, because of the special history of the American people, the movement took on many special characteristics. The definition of what was a "university subject" widened as the decades passed.

As the fields of study of applied science and practical subjects broadened at the university level, instruction at the secondary level also changed. For instance, one hundred years ago one assumed a lawyer would have studied Greek and Latin; it was argued that a classical education was essential for him as a professional man. Fifty years ago, it was hard to make a convincing case that the preprofessional education of an electrical engineer or an agriculturist should include instruction in reading Latin.

In two other respects the American pattern has diverged even more from that to be found in other countries. The percentage of youth attending a college or university has jumped from 4 to 35, and, at the same time, the percentage enrolled in grades eleven to twelve of the high school has about doubled. In 1910, only 35 per cent of the seventeen-year-olds were in school; today, the corresponding figure is over 70 per cent.

It was becoming evident to the American people that more education provided the means by which the twin ideals of equality of opportunity and equality of status were to be realized. But two other factors also played a role. First, there was the urge for institutional expansion -- the drive for larger faculties and student bodies in the colleges and universities.

Second, there was a radical change in the picture regarding the employment of youth. When this century began, approximately half of the boys and girls fifteen years of age were not attending school -- many were at work. Thirty years later the percentage of this group attending school had reached 85. This alteration was not a consequence of state laws raising the school-leaving age; the laws were rather a consequence of profound economic and social changes. In the second decade of this century the campaign against child labor was being pushed vigorously at the state and national levels. Today, as a result of laws affecting employment, as well as the attitude of management and labor, it is difficult for boys even at the age of seventeen to obtain many types of jobs.

As a consequence of the changes in universities and colleges in the nineteenth century and the alteration of the employment situation since World War I, the American public high school has become an institution which has no counterpart in any country with the possible exception of England. For the most part the public high school is expected to provide education for all the youth living in a town, city, or district. Such a high school has become known as a "comprehensive" high school in contrast to the "specialized" high schools which provide vocational education or which admit on a selective basis and offer only an academic curriculum.

Thousands of comprehensive high schools of considerable size exist throughout the United States. One need go no further than Evanston Township High School and Lyons Township High School in Illinois to find examples of "model" comprehensive high schools. A Program Guide from one Comprehensive High School in Norridge, Illinois can be seen on the following page. Though generalization about American public education is highly dangerous, it is fairly accurate to state that a high school accomodating all the youth of a community is typical of American public education. It is safe to say that the comprehensive high school is characteristic of our society and further that it has come into being because of our economic history and our devotion to the ideals of equality of opportunity and equality of status.

While the comprehensive high school has a program which responds to the education needs of all the youth of the community, there are, in addition, two other purposes. These are, to provide good elective programs for those who wish to use their acquired skills immediately on graduation; and, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university. (Conant)

Many people find the educational tasks facing the teachers and administrators of a comprehensive high school almost beyond their comprehension. When one tells a foreign visitor that we have roughly 17,000 local school districts, each having a local school board with vast powers over the high schools, he is apt to find the situation unbelievable.

The doctrine of local responsibility and community independence can be related to our pioneer history without difficulty. Parish and county

SUMMARY OF COURSE OFFERINGS
REQUIRED COURSES

COURSE	CREDIT	OPEN TO				PREREQUISITE
		FRESH.	SOPH.	JUNIOR	SENIOR	
ENGLISH						
111 English I	1.0	X				None
121 Reading - Lit.	1.0		X	X	X	English I or Soph. Standing
131 Reading - Lit.	1.0			X	X	121 Reading - Lit.
141 Reading - Lit.	1.0				X	131 Reading - Lit.
122 Speaking	1.0		X	X	X	English I or Soph. Standing
132 Speaking	1.0			X	X	122 Speaking
142 Speaking	1.0				X	132 Speaking
123 Writing	1.0		X	X	X	English I or Soph. Standing
133 Writing	1.0			X	X	123 Writing
143 Writing	1.0				X	133 Writing
124 Dev. Reading	1.0		X	X		Soph. or Jr. Standing
125 Dev. Reading - ILP	1.0	X	X	X	X	Approval of Instructor
*144 Combined Studies	1.5				X	Senior Standing
*151 English-Soc. Studies "C" Group 1 & 2	2.0	X	X			None
*153 English-Soc. Studies "C" Group 3 & 4	1.5			X	X	None
MATHEMATICS						
211 Algebra-Geometry I	1.0	X				Above average math ability
212 Mathematics I	1.0	X				Average math ability
221 Geometry-Algebra II	1.0		X			Algebra-Geometry I
222 Mathematics II	1.0		X			Math I or equivalent
231 Intermediate Algebra III	1.0			X		Geometry-Algebra II
232 Mathematics III	1.0			X		Math II or equivalent
241 Advanced Algebra-Trig IV	1.0				X	Intermediate Algebra III
242 Mathematics IV	0.5				X	Math III or equivalent
245 Introduction to Calculus	1.0				X	Algebra-Trig IV and consent of Instructor
*251 Math-Science "C" Group 1 & 2	2.0	X	X			None
*253 Math-Science "C" Group 3 & 4	1.5			X	X	None
PHYSICAL EDUCATION						
311 Phys. Ed. I - Boys		X				None
312 Phys. Ed. I - Girls		X				None
321 Phys. Ed. II - Boys			X			Phys. Ed. I
322 Phys. Ed. II - Girls			X			Phys. Ed. I

*listed more than once

COURSE	CREDIT	OPEN TO FRESH.	SOPH.	JUNIOR	SENIOR	PREREQUISITE
331 P.E. Boys Leader III				X		Instructor's Approval
332 P.E. Girls Leader III				X		Instructor's Approval
341 P.E. Boys Leader IV					X	Instructor's Approval
342 P.E. Girls Leader IV					X	Instructor's Approval
343 Phys. Ed. - Junior				X		Phys. Ed. II
344 Phys. Ed. - Senior					X	Phys. Ed. III
351 Driver Education			X			Sophomore Standing
SCIENCE						
411 Behavioral Biology	1.0	X				None
421 Chemistry	1.0		X	X	X	One year of Science
422 Science II	0.5		X			Sophomore Standing
423 Science III	0.5			X		Science II
424 Science IV	0.5				X	Science III
431 Physics	1.0		X	X	X	One year of Science
441 Advanced Science	1.0				X	Senior Standing
*251 Math-Science "C" Group 1 & 2	2.0	X	X			None
*253 Math-Science "C" Group 3 & 4	1.5			X	X	None
SOCIAL STUDIES						
511 Social Studies I	1.0	X				None
531 Social Studies II	1.0		X			Soc. Studies I/Soph. Standing
531 Social Studies III	0.5			X		Soc. Studies II/Jr. Standing
*144 Combined Studies	1.5				X	Senior Standing
*151 English-Soc. Studies "C" Group 1 & 2	2.0	X	X			None
*153 English-Soc. Studies "C" Group 3 & 4	1.5			X	X	None
ELECTIVE COURSES						
ART						
611 Art I	0.5	X	X	X	X	None
621 Art II	0.5		X	X	X	Art I
631 Advanced Art	1.0			X	X	Two years of Art
632 Un-Art	0.5			X	X	Junior Standing
642 Sculpture & Ceramics I	0.5		X	X	X	Sophomore Standing
643 Advanced Sculpture & Ceramics II	0.5			X	X	Sculpture & Ceramics I

*listed more than once

COURSE	CREDIT	OPEN TO FRESH.	SOPH.	JUNIOR	SENIOR	PREREQUISITE
BUSINESS EDUCATION						
651 Personal Typing	0.5	X	X	X	X	None
652 Personal Typing Ext.	0.5		X	X	X	Personal Typing
661 Typing I	1.0	X	X	X	X	None
662 Typing II	0.5		X	X	X	1 Credit in Typing
663 Secretarial Procedures	0.5		X	X	X	1 Credit in Typing
664 Shorthand I	1.0		X	X	X	1 Credit in Typing
665 Shorthand II	0.5			X	X	Shorthand I
671 Bookkeeping I	1.0		X	X	X	Sophomore Standing
672 Accounting	0.5			X	X	Bookkeeping
673 Economics	0.5		X	X	X	Sophomore Standing
674 Business Machines	0.5		X	X	X	0.5 Credit in Typing
675 Trends in American Business	0.5			X	X	Junior Standing
681 Business Education Related Work Experience	1.5				X	Senior Standing, completion of prescribed program, and signature of instructor and Mr. D. Lund
FOREIGN LANGUAGE						
710 Conversational Spanish	1.0	X	X	X	X	None
711 Basic Spanish	0.5	X	X	X	X	None
713 Advanced Spanish III	1.0			X	X	Basic Spanish
714 Advanced Spanish IV	1.0				X	Spanish III
715 Spanish V	0.5				X	Spanish IV
716 Spanish V F	1.0				X	Spanish IV
721 Germany and It's Language I	1.0	X	X	X	X	None
722 Germany and It's Language II	1.0		X	X	X	German I
723 German III, Intro. to Lit.	1.0			X	X	German II
724 German IV, Germany Today	1.0				X	German III
725 German V - Indep. Study	0.5				X	German IV
731 French I	1.0	X	X	X	X	None
732 French II	1.0		X	X	X	French I
733 French III	1.0			X	X	French II
734 Advanced French	1.0				X	French III
741 Italian I	1.0	X	X	X	X	None
742 Italian II	1.0		X	X	X	Italian I
743 Italian III	1.0			X	X	Italian II

COURSE	CREDIT	OPEN TO FRESH.	SOPH.	JUNIOR	SENIOR	PREREQUISITE
GUIDANCE COURSES						
811 Deciding Group	0.0	X				Freshman Only
812 Growth Group	0.25		X	X	X	Sophomore Standing and Consent of Instructor
813 Human Potential Sem.	0.25	X	X	X	X	Consent of Instructor
HOME ECONOMICS						
851 Home Economics Survey	0.5	X	X	X	X	None
(860) Essentials in Home Ed.	1.0		X	X	X	Home Ec. Survey or Consent of Instructor
861 Foods	0.5		X	X	X	
862 Clothing	0.5		X	X	X	
863 Child Care	0.5		X	X	X	
864 Interior Design	0.5		X	X	X	
871 Advanced Foods	0.5			X	X	Foods
872 Advanced Clothing-Tailoring	0.5			X	X	Clothing
873 Bachelor's Survival	0.5				X	Senior Boys Only
CAREERS IN HOME ECONOMICS-VOCATIONAL EDUCATION STUDENTS ONLY						
881 Foodservice	1.0			X		Juniors Only approved by Miss Runge
882 Child Care	0.5			X	X	Approval of Mrs. Sabatino
891 Home Economics Related Work Experience	1.5				X	Completion of prescribed program and signature of instructor and Mr. D. Lund, and Sr. Standing.
INDUSTRIAL EDUCATION						
911 Industrial Ed. Survey	0.5	X	X	X	X	None
921 Woodworking I	0.5		X	X	X	Ind. Ed. Survey or enrollment in Ind. Ed. Survey
922 Woodworking II	1.0			X	X	Woodworking I
925 Metalworking I	0.5		X	X	X	Ind. Ed. Survey
926 Metalworking II	1.0			X	X	Metalworking II
927 Adv. Metal and Woodworking - I.S.	0.5				X	2 years Wood and Metal Shop plus enrollment in a Shop class/or 3 years of Wood or Metal Shop

COURSE	CREDIT	OPEN TO FRESH.	SOPH.	JUNIOR	SENIOR	PREREQUISITE
931 Beginning Drafting	1.0		X	X	X	Ind. Ed. Survey
932 Advanced Drafting I	1.0			X	X	Beginning Drafting
933 Advanced Drafting II	1.0				X	Advanced Drafting I
935 Automotive I	1.0		X	X	X	Boys and girls, sophomore standing or higher, or Ind. Ed. Survey
936 Automotive II	1.0			X	X	Automotive I
937 Automotive III	1.0				X	Automitive II
941 Electronics I	1.0		X	X	X	Ind. Education Survey
942 Electronics II	1.0			X	X	Electronics I and approval of instructor
945 Model Building	1.0			X	X	Junior standing and approval of instructor
951 Ind. Education Related Work Experience	1.5				X	Completion of prescribed program, senior standing and signature of instructor & Mr. D. Lund
MUSIC						
961 Beginning Wind Instrument	0.5	X	X	X	X	Approval of Instructor
962 Wind Ensemble	0.5	X	X	X	X	Playing ability
(970) Concert Band	0.5	X	X	X	X	Wind Ensemble or approval of Instructor
971 Brass Section		X	X	X	X	
972 Percussion Section		X	X	X	X	
973 Woodwind Section		X	X	X	X	
974 Jazz Band	0.5	X	X	X	X	Approval of instructor
981 Enjoying & Creating Music	0.5	X	X	X	X	None
982 Music History and/or Theory	0.5	X	X	X	X	Member in Concert Band, Concert Choir, or approval of Instructor
985 Girls' Choir	0.5	X	X	X	X	None
(986) Ridgewood Concern Choir	0.5	X	X	X	X	Consent of Instructor
987 Girls Section		X	X	X	X	
988 Boys Section		X	X	X	X	
989 Ridgewood Chamber Singers	0.5		X	X	X	Girls Choir
OCCUPATIONAL WORK EXPERIENCE PROGRAMS						
892 Cosmetology I	1.0			X	X	Jr. or Sr. and approval of Mr. D. Lund

COURSE	CREDIT	OPEN TO				PREREQUISITE
		FRESH.	SOPH.	JUNIOR	SENIOR	
893 Cosmetology II	1.0				X	Cosmetology I and approval of Mr. D. Lund
952 Cooperative Work Training	1.5			X	X	Counselor Conference and approval of Mr. D. Lund

autonomy in the South, the seventeenth-century independence of New England church congregations, and suspicion of centralized government are among the factors that shaped the present political structure of our school systems in many states. Yet there is no uniform arrangement.

There are a number of different types of high schools in the United States. In the first place, in many school systems the arrangement is what is known as a "6-3-3" system, in which a junior high school of three years plays an intermediary role between the elementary school and the senior high school of three years. In the older pattern, a senior high school course of four years follows eight years of an elementary school.

Leaving aside the differences between the three-year and the four-year senior high schools, we can conveniently divide all the high schools in the United States into two other general categories. In the one category are the specialized high schools found in certain large cities and, in the other, the comprehensive high schools, which are found in communities of all sizes. The specialized high school offers a program adapted to a special group of students and usually requires evidence of certain aptitudes on the part of candidates for admission. For example, there is a specialized high school in New York City called The Bronx High School of Science. The Central High School in Philadelphia, which is usually spoken of as an "academic" or "college-preparatory" school, and the six-year Boston Latin School are other examples of specialized high schools which have a high entrance requirement and whose programs are of a strictly academic nature. Finally, one should mention among the specialized high schools the vocational high schools which are located in many cities along the Atlantic Coast and in a few of the large midwestern and western cities. Of these, Trade Technical High School in Los Angeles, California, the Max Hayes Trade School and the East Technical High School in Cleveland, Ohio are examples. These schools are also to be found in smaller communities in a few states in which federal funds provided under the Smith-Hughes Act of 1917 and such supplemental acts as the George-Barden Act of 1946 have been used by state authorities to develop separate vocational schools.

II. Promises Kept -- Promises Unfulfilled

Statistics such as those in the previous section give credence to the claim that American high schools have been successful in the achievement of at least some of their goals. According to recent public opinion polls, school boards and school administrators do a good job of giving most Americant just what they want from their schools.

Data from one recent nationwide poll for instance indicate the extent to which support exists among students and their parents:

		Students	Parents
1.	Rate high school good to excellent	81%	71%
2.	Rate teachers good to excellent	81	71
3.	Rate principal good to excellent	73	79
4.	Rate facilities good to excellent	66	76
5.	Feel grade system is fair	65	62
6.	Feel teachers are genuinely concerned with helping students learn things useful in later life	76	76

(Harris)

At the same time, in order to meet changing needs, school systems, educators and government agencies have produced in the past 15 years, an extraordinary outpouring of reforms and innovations. Of these innovations, many are curricular in nature. The high-I.Q. student and the disadvantaged have been the beneficiaries of more new techniques and specialized attention than seemed possible before the Russians invented Sputnik and the U.S. came to a belated awareness of its poverty problem. The new science curricula (including, Biological Sciences Curriculum Study, Chem Study, Physical Science Study Committee) are taught in approximately two-thirds of U.S. high schools (the landmark PSSC Physics program is used now in 17 foreign countries, including Russia). Calculus is taught in 40% of all comprehensive high schools; a variety of new courses in the humanities are being devised at educational development centers around the country; and, foreign language offerings, many of which are taught in "language laboratories", have increased greatly in numbers (Page 5a). One measure of the progress that has been made is that most colleges have revised and elevated their entire concept of what the freshman course of study should be.

The urge to innovate has not stopped with curriculum either. Spurred in some cases by federal funding -- the government has passed 40 major educational bills in the last seven years -- as well as a new willingness to experiment by enlightened school systems, some exciting new organizational

COURSES OFFERED

Grade	Course Title	Credit
All grades	1 English-Foreign Language	2
All grades	2 English-Foreign Language	2
10, 11, 12	Etymology	1
All grades	1 French	2
9	1 French Intermediate	2
All grades	1 French Accelerated	2
9	2 French for Freshmen	2
10, 11, 12	2 French	2
All grades	2 French Honors	2
10, 11, 12	3 French	2
10, 11, 12	3 French Honors	2
11	3-4 French Advanced Honors	2
11, 12	4 French	2
11, 12	4 French Honors	2
12	4-5 French Advanced Placement	2
12	5 French	2
All grades	1 German	2
All grades	1 German Accelerated	2
All grades	2 German	2
All grades	2 German Honors	2
10, 11, 12	3 German	2
10, 11, 12	3 German Honors	2
11, 12	4 German	2
11, 12	4 German Honors	2
12	4 German Advanced Placement	2
All grades	1 Hebrew	2
All grades	1 Hebrew Accelerated	2
All grades	2 Hebrew	2
All grades	2 Hebrew Honors	2
10, 11, 12	3 Hebrew	2
10, 11, 12	3 Hebrew Honors	2
11, 12	4 Hebrew	2
11, 12	4 Hebrew Honors	2
All grades	1 Italian	2
All grades	1 Italian Accelerated	2
10, 11, 12	2 Italian	2
10, 11, 12	2 Italian Honors	2
All grades	1 Latin	2
All grades	1 Latin Accelerated	2
10, 11, 12	2 Latin	2
10, 11, 12	2 Latin Honors	2
11, 12	3 Latin	2
11, 12	3 Latin Honors	2
12	4 Latin	2
12	4 Latin Honors	2
12	4 Latin Advanced Placement	2
All grades	1 Russian	2
All grades	1 Russian Accelerated	2
10, 11, 12	2 Russian	2
10, 11, 12	2 Russian Honors	2
11, 12	3 Russian	2
11, 12	3 Russian Honors	2
All grades	1 Spanish	2
9	1 Spanish Intermediate	2
All grades	1 Spanish Accelerated	2
9	2 Spanish for Freshmen	2
10, 11, 12	2 Spanish	2
All grades	2 Spanish Honors	2
10, 11, 12	3 Spanish	2
10, 11, 12	3 Spanish Honors	2
11	3-4 Spanish Advanced Honors	2
11, 12	4 Spanish	2
11, 12	4 Spanish Honors	2
12	4-5 Spanish Advanced Placement	2
12	5 Spanish	2

Foreign Languages Available to Students Enrolled in the Evanston Township High School, Evanston, Illinois

approaches are in being. Florida's Melbourne High School, for instance, has had considerable success with a non-graded program that allows students to proceed at their own pace with a maximum of independent study; nearby Nova is a veritable laboratory of space-age teaching devices; North Carolina has a public boarding school called the Advancement School to enable promising eighth-graders, who need extra help, make the transition into high school; Rhode Island has instituted its Alternative Learning Project -- a community-based school which utilizes resources of the community rather than those in a traditional classroom setting; in Texas, 13 of that state's 58 Demonstration Schools in Individualized Instruction are secondary schools; Philadelphia, Pennsylvania has opened its Parkway High School; the advent of the computer has brought about an increased flexibility in the high school's ability to develop instructional programs. Finally, Texas has had considerable success with its Teacher Center Project, a performance-based training program which places responsibility for training teachers in the hands of the total educational system: the state department of education, higher education, the elementary and secondary school systems, the education service centers, and the communities which they serve. Clearly, Americans are willing to innovate when the press for change occurs.

According to many informed citizens, however, there is a need to do much more in the way of innovation. As we have seen recently, American public education has come under a most severe attack by its critics on a number of fronts. A detailing of the more important of these criticisms is to follow.

To be consistent with the thesis of the first section of this paper, while the high schools have succeeded with their promise to provide equal opportunity and equal status to many, it has not provided it to all. We see that such equality of opportunity is not, in fact, a reality. In brief, educational activity, with its purpose in improving the quality of life, is now being held up to a strict accounting for the lack of such quality. As a result, we have witnessed tumult in our school systems, particularly among central city ghetto residents, as the conviction grows that change can only be achieved through encounter strategies.

On examination, however, the minorities want out of education the same thing that middle-class whites want: children who can succeed in the society. The trouble has been that minorities aren't always allowed entrance into the system to get the skills which are necessary for success. Actually, they are not looking to change the system so much as to just get into it.

It would seem that only a few people really dissent -- some blacks, some chicanos, some intellectual minorities. In fact, Ziegler postulates not more than 15 per cent of the school boards' clientele disagree with the way schools are run. (Schneider) What this 15 per cent want is a system that will allow them to have their own kind of schools while leaving Middle America with theirs. The problem, of course, is to arrange for the will of the majority to prevail while being responsive to minority demands.

Students provide an additional source of criticism. Student protest on high school campuses has been on the rise. A recent congressional sub-committee survey indicated that over one-fifth of the nation's high schools

experienced student protest activities in 1969 over issues ranging from dress codes and general disciplinary rules to curriculum policy and student political organizations. These demonstrations were distributed nearly equally among urban, suburban, and rural schools. These findings are evidence that the cry for relevance in our schools is louder now than ever before in our history. According to Theodore Sizer, Dean of Harvard's Graduate School of Education, "The advanced kids find most of what they learn irrelevant, and the non-elite are not allowed to regard what they see all around them as part of the official culture; and, the distance is widening all the time."

What is continually heard is a criticism of the homogeneity of program that students undergo. This concern is coupled with the criticism that schools do not take into account the individual differences which exist within the student population. Zeigler postulates two historical antecedents which explain the origin of this situation. First, when the public education system was established, educational planners sought to homogenize the people with a consistent set of values. In addition, the planners wanted to reduce conflict among the populace and to manufacture a cohesive society. To do this, it made sense to emphasize uniformity in the educational programs. And it was logical to devise a centralized administrative structure to run them. Second, in the early days it was important to free education from the control of the big-city political parties and to make schooling more "scientific." To accomplish this, reformers greatly increased the authority and responsibility of the professional school administration and downplayed the role of the community school boards.

The current crisis in education, then, not only results from the failure of the schools to fully accomplish their traditional objectives, but results as well from the fact that the original reforms required to enable the schools to fulfill their basic objectives have created unyielding bureaucracies. . .institutions unable to adjust to new sets of demands.

An irony which should be kept in mind is that the discontent registered today against the public high schools speaks as much to the success of our schools as to their failures. A whole generation has been taught to think and to question, and <u>that</u> is precisely what they are doing. They have been taught the ideals of democracy, have taken that teaching seriously and have found the practice of it lacking to an appreciable extent.

According to many high school students a means of addressing the problem is to increase student participation. In fact, in a recent Harris poll 58% of all students -- rural and suburban as well as city -- want a bigger role in deciding school policies. A full 66% want to participate in determining school rules and curriculum, and almost half think they should have a hand in determining disciplinary measures and the way classes are run. Moreover, more than one half feel strongly on all these points, rating them very important. (Harris)

In order to increase learning options, both students and teachers would like to see a more varied approach to learning. Both, for instance, endorsed

(by 76% and 77%) more fieldwork outside school; 65% of the students and 66% of the teachers want more chances to work directly in the community. Teachers were especially anxious to introduce more seminars and independent study projects (though only half the students showed much enthusiasm for these more conventional variations on schoolwork, preferring the excitement of direct involvement with other people and new environments.) (Harris)

As far as acceptance of new organizational forms is concerned, the data on willingness to have "non-graded" schools and "schools without walls" indicate general support. For instance, in a nationwide poll recently made by the Gallup organization, 71% indicated support for "schools without walls." (Gallup)

III. Issues and Answers

Several issues referred to in the previous section remain the knottiest problems in Secondary Education. They are not the only ones by any means; but, they are cited most frequently as the ones which continue to tax the coping capacitity of those educators who care.

These issues are:

The failure to provide equal educational opportunity
School programs which are thought to be irrelevant
School programs which treat student populations as homogeneous entities
Unyielding bureaucracies
A lack of opportunity for parent, student, and community participation

What remains is a description of five innovative approaches in secondary education which are thought to be exemplary in nature. In all cases they are designed to serve multiple purposes; as a consequence, they address more than one of the issues reported above.

Particular care was taken, though, to match each program with an issue. That is to say: the Calexico Intercultural Design was established to insure equality of educational opportunity for Spanish-speaking youngsters; the Parkway Program stresses curricular activities that have relevancy to a student's interests; the Alternate Learning Program treats each high school student as a unique human being; the Advancement School is an example of an organization which is geared to the treatment of youngsters with special problems rather than an interest in its own survival; and, finally, if anything the Joint Committee on Educational Goals and Evaluation is very much concerned with the establishment of a mechanism through which student, parent and community participation in educational goal setting will be assured. In the final analysis, it makes no sense at all to speak of innovation without speaking of a particular issue, or shortcoming, that the innovation was designed to address.

The Calexico Intercultural Design -- Calexico, California

The school system in Calexico, California is beginning a fifth year of a bilingual-bicultural program they have entitled The Calexico Intercultural Design. Calexico is a border town that is contiguous with Mexicali, Mexico. Eighty-seven per cent of the students in the schools of the town come from homes where Spanish is the dominant language.

One of the problems facing the child of Mexican descent living in Calexico is that of acquiring an adequate knowledge of English and the culture of the United States. Because of the proximity of Calexico to Mexico, the child retains the ties to the country from which his parents came. And, although the culture and the language of Mexico is rich, strong, and valuable,

the child has often been hindered in acquiring the cultural and language skills of the United States. In fact, many students living in Calexico do not possess adequate language or cultural skills of either country. Bilingual-Bicultural Education is used to rectify the situation.

Bilingual-Bicultural Education is the use of two languages, one of which is English, as mediums of instruction for the target population in a well-organized program which encompasses part or all of the curriculum and includes the study of the history and culture associated with both languages. A complete program of this type develops and maintains the children's self-esteem and a legitimate pride in both cultures.

The student population consists of three types of students:

1) students who have little or no English-speaking ability and who come from environments where the dominant language is other than English (72%). In the local setting this other language is Spanish. This segment of the target population is drawn mostly from the newly arrived immigrants from Mexico who become permanent residents of the United States. It also includes migrants from other parts of the State who come to Calexico for seasonal employment;

2) students who are partially bilingual (19%). These students have lived all or most of their lives in the United States and have developed a degree of competency in English while maintaining their knowledge of and contact with Spanish. Their knowledge of Spanish consists, however, mostly of conversational ability adequate for communication at home and in the community, but they need to develop their skills in reading and writing;

3) students whose main competency is English (9%). These students are interested in improving their knowledge of Spanish and hispanic culture through association in a classroom environment with peers from that culture who are being instructed in both English and Spanish.

The general program goals are typical of many other bilingual-bicultural goal statements that have been developed in the state of California and include the following:

Learner Instruction

1. To assure that in all curriculum areas students will gain the knowledge and skills necessary for success in school and society.

2. To produce an educational program which will serve the English speaker and the second language speaker equally and efficiently well.

3. To provide bilingual and bicultural learning experience through which the monolingual child may be able to understand, speak, read, and write a second language.

Staff Development

1. To develop a paraprofessional staff consisting of members of the community whose commitment to the program and its goals will parallel that of the professional staff.

2. To develop a core of skilled bilingual teachers and administrators capable of creating and maintaining a bilingual program.

3. To expand the district pupil personnel services to provide a more adequate evaluation and testing program for limited or non-English speaking students.

Community Participation

1. To identify members of the community and agencies representative of the English and Spanish speaking cultures who can be utilized as instructional resources.

2. To stimulate interest in bilingual education by directly involving members of the community in the instructional program.

3. To raise the aspirational levels which parents have for their children by showing the parents their children are capable of scholastic success.

Curriculum

1. To develop a curriculum which is authentic in its presentation of cultures other than English.

2. To develop curriculum materials appropriate for the language and cultures of the student.

Many independent audits and evaluations attest to the fact that Calexico has achieved many of these goals and are well on the road to the achievement of the others.

One unique facet has been an on-going development of curricular materials and tests appropriate for them. Special emphasis has been given to the writing of Learning Achievement Packages (LAPs) which contain pretests and posttests and which focus in on a limited area of content information. These have included an outline of teaching procedures and the source materials needed for instruction. Some have been written in Spanish, some in both languages, and some are entirely in English. (See Section VI for an example of a Learning Achievement Package.)

The LAPs which have been completed and used in the classrooms do furnish one source of evaluation of the work done by students. The original intent of the project was to have complete courses of study written in LAP sequences thus giving the teacher a complete "LAP" curriculum. This goal has been modified, however, to include sample LAPs of the Curriculum Outlines and not the complete curriculum.

There have also been modifications and changes in the LAP format. Each teacher has shown certain individual characteristics in writing the material needed for his/her class. This writing has been a slow and tedious process, because some materials have required translation followed by testing in the classroom, then revisions, editing, typing, proofreading, and finally duplication in a style appropriate for usage and dissemination. Although the LAPs are written for a particular grade, they may be adapted for usage in other grade levels.

Community involvement is very important in this program and it takes two forms: 1) the involvement of community personnel in the planning and implementation of a project, and 2) the involvement of project personnel in community affairs. In both of these areas the CID Project is unique in that the community area involved is broader than the local town of Calexico and extends into the neighboring city of Mexicali, state capital of Baja California, Mexico.

Since before the project began in 1969, staff personnel have been actively involved in civic, cultural, and educational activities on both sides of the international boundary. Approximately 60% of the students in the project have close family ties with relatives living in Mexico and there is continuous free travel and communication with that country.

Representatives from the State and Federal Departments of Education in Mexicali have participated in CID workshops and programs, and during the past school year they were guests of honor at the Southern California Bilingual-Bicultural Education Conference.

The community has also become better acquainted with the program as a result of the Estudiantina. This is a performing group of student singers who play instruments such as the mandolin, guitar, accordion, string bass, and rhythm or percussion instruments. Mexican and American folk music is learned and presented. Both Spanish and English are used in the public programs. During most of their presentations a resumé of project activities is given, and students and teachers have a better opportunity to explain what is being done in the program. Several of the Calexico service clubs have expressed an interest in helping with the expenses of Estudiantina trips outside of the local area.

In order to anticipate objections from the district's critics, program personnel have found it necessary to do the following:

1. Make the programs "academic" as opposed to "remedial."

2. Generate cultural activities which involve the Mexican-American Community.

3. Try not to make the program an exclusive one solely for Mexican-Americans.

4. Make a concerted effort to keep staff informed on all aspects of program progress.

The Parkway Program -- Philadelphia, Pennsylvania

The Parkway Program, which began in February of 1969, is essentially a high school without walls. One hundred forty-three students volunteered during the first year of this program which has challenged many traditional concepts of secondary education. There were no grades, no dress codes and few rules. There was not even a school building. Instead, students find their classrooms, their curricula, and some of their teachers from among the plentiful resources of the city. They go to learn, where the action is.

The Parkway Program tests many long accepted principles of educational organization and, while Parkway was not the first to test them, it has three important features which set it apart from other innovations: Parkway is a public program -- fully accredited and supported by the School District of Philadelphia; its students are chosen by lottery, from applications submitted by children from all parts of the city; and it is committed to operate at a cost equal to, or less than, that required to run a traditional school for a comparable number of students.

The question was, and still is, can the resources of the city be used to educational advantage for a broad cross section of high school students? The answer has never been in doubt, but it has challenged participants to answer another question: How? The task of the Program was to integrate students with the life of the community. Few urban educators would deny that there are large numbers of students being graduated from high schools unprepared for any useful role in society. They have traditionally been so isolated from the community that a practical understanding of how it works has been impossible. Since society will suffer as much from the failures of the system as the students, it did not seem unreasonable to ask the community to share in creating educational change.

If cultural, business and scientific institutions were to teach students, it was clear that those involved would have to learn to operate in new ways. It was felt that neither the educational system nor the community could do the job alone.

What was needed was a structure in which the two could interact. . . in which school and community professionals could combine abilities to provide students with the most profitable educational experience possible. If such cooperation were to be achieved, schools would have to stop operating by rules which differed from those of the larger society. The structure of the classroom would have to change. The student could not be expected to go from a passive, unresponsive role in class to an active, effective one in the city. Rather than encourage acceptance, school would have to teach challenge. Rather than teach success through compliance and dependence,

school would have to show that action and independence could bring satisfying results. Teachers would have to teach differently because in a school without walls the students might need to use, in the afternoon, the skills they had learned in the morning.

The objective of the Parkway Program is no less than to put the school in step with the community so that students could operate effectively in both.

The development of Parkway's "restructured" program is as much the work of the students as of the administrators, for students are essential for developing the answer to "what do students want to know." The students have to take an active role in planning and administering their program, for it is to be <u>their</u> goals which determine the future directions of the Program.

The goals of the program are stated as follows:

- To demonstrate that open, personalized education can reduce problems which have become associated with traditional high schools (dropouts, chronic absenteeism, gangs, low academic achievement, alienation, racial problems, overcrowding, minimal social/economic/racial integration, drug and alcohol abuse, teacher absenteeism. . .).

- To provide students with the tools to prepare for college and/or jobs after high school.

- To develop instructional methods and materials which will help students meet educational objectives, and to identify and utilize the best existing methods and materials.

- To provide counseling services to all which will support them in achieving their cognitive and affective objectives.

- To support the achievement of <u>basic skills</u> by all students through each unit providing staff, curriculum, tools and measurement techniques capable of such support.

- To demonstrate that personalized learning opportunities can operate at a cost equal to or less than the amount required to provide traditional schooling for a comparable number of students.

- To integrate youth with the life of the community.

- To develop a community of students and adults as the basis for co-learning.

- To substantially involve the larger community (business and cultural institutions) in the learning activities of students through the contribution of personnel, facilities, money and equipment.

To establish a learning community with characteristics representative of a metropolitan area.

To provide staff with the supports necessary for implementing an on-going innovative program.

To provide a curriculum with diversified learning options.

To provide students with active participation in defining and devising their learning experiences.

The Setting

One of the unique aspects of Parkway is that it has no school building, merely small administrative headquarters.

The first obligation of Parkway people is to find space for classes. This responsibility is shared by all members of the Program and is considered an educational activity, requiring a thorough investigation of the city and its spatial resources.

The city offers a vast assortment of learning labs: art at the Art Museum, biology at the Zoo, business and vocational courses at on-the-job sites (journalism at a newspaper printing office, mechanics at a garage). Academic classes meet in churches, business conference rooms, vacant offices, public lobbies, and even in private homes. In good weather, Philadelphia's parks become the classrooms for many courses. Parkway students rarely pass an empty building without trying to find out who owns it and if Parkway can "borrow" it. The Program searches for "wasted space" -- a space maintained for 24 hours a day but used for only a portion of that time.

In going from class to class students travel the city and may take instruction in as many as four or five different places in the course of a day. Walking becomes a way of life, but, for distances too far to walk, the Program provides its students with free tokens for public transportation.

Staff

The Program maintains a student-teacher ratio of approximately 20/1, and for every certified teacher, a college or university intern (graduate or undergraduate) is added to the staff.

Like students, staff members volunteer for the Program. Applicants are interviewed and recommended for staff positions by committees composed of Parkway teachers, students, parents, administrators, and community resource people. Parkway teachers must meet certification requirements and many have taught in traditional schools.

Staff members are responsible for developing and teaching the basic curriculum, recruiting additional instructional activities and materials from the community, and for counseling students. A Parkway teacher's day is likely to be divided among classroom teaching, student counseling, and ad-

ministrative work -- with the staff member determining the proportions in accordance with the needs of the unit and his own skills.

Funding

Parkway Program was established on a Ford Foundation planning grant, and within a year its operational expenses were assumed by the School District of Philadelphia. Additional funding is sought from private sources to develop organizational models for expansion, to devise an evaluation model which will determine Parkway's long range effect, and to finance special efforts which are not ordinarily covered in school budgets (e.g., dissemination of information to interested educators).

The costs of Parkway, on a per student basis, are roughly equal to those of traditional high schools in Philadelphia. As the Program expands, it is anticipated that it can be operated at a lower per pupil cost than that of traditional schools because it does not require the provision and maintenance of building, equipment and grounds.

Selection

Parkway is open to any Philadelphia student, in grade nine through twelve, who wants to come. Motivation and parental consent are the only requirements.

If, as has always been the case, more students apply for admission than the Program can accommodate, a lottery is held. An equal number of places is allocated to each of the eight geographically determined school districts in Philadelphia so that a heterogeneous representation is insured within the Program's student population, a limited number of places is made available to private, parochial and suburban schools. These places are also filled by lottery.

Organization and Operation

The Parkway Program is organized into "units" or "communities" of 200 students each, and presently has four such units in separate locations throughout the city. It is felt that bigness breeds anonymity and impersonal relationships, therefore, when Parkway expands it does so by creating new units rather than be enlarging existing ones. Each unit, to a large degree, calls upon the resources of its own geographic area, thus spreading the community involvement, and also assuring a slightly different "flavor" for each unit.

Each unit has its own staff and administrative headquarters and develops its own curriculum. While units base their operation on a Parkway Program Design, each unit interprets that Design according to the needs of the unit population, and the available resources. Day to day administrative functions are performed by unit staff and students under the guidance of a unit head. As new units are created, staff and students first face the job of setting up a working organization suited to their needs and abilities.

Unit operations are supported by a small central staff working with the Director. This group is primarily concerned with planning and development, maintenance of inter-unit communications, and the coordination of certain cross-unit activities.

Curriculum

The Parkway student finds between 100 and 200 courses available at the beginning of each twelve week quarter. Each unit publishes its own catalogue, every quarter, which shows its own offerings as well as many Program-wide courses. Students must meet state requirements for graduation, but options in each subject area are wide, and students are free to select their own ways of approaching a field of study. In English there might be, among many courses offered, Shakespeare, TV production and Basic Reading Skills. American History credit might be earned by studying the American Civil War or Municipal Government. Math could be algebra, accounting, computer programming or retail merchandising. Science might be biology, physics, or field work in a local hospital. The choice in each case is the student's and is made after a thorough examination of his goals, needs and interests. It is the faculty's job to see that students make this analysis with support and guidance.

The Parkway curriculum is designed to provide both cognitive and affective learning situations through faculty offerings, institutional offerings and the tutorial.

FACULTY OFFERINGS are those courses taught by Parkway staff and interns. They represent the basic curriculum and are approximately one half of the courses available. All major academic and commercial areas are covered, with many staff members taking the opportunity to teach in sub-areas in which they have special interest: e.g., 17th Century poets, the history of civil disobedience, the ecology of the city, etc. It is because the Program encourages its teachers to work in areas of interest within their special fields that the selection of course offerings more resembles a college catalogue than the usual high school course list. Curricular flexibility also enables each faculty member to work up to his or her greatest potential, with everyone in the Program benefiting.

INSTITUTIONAL OFFERINGS are those courses taught by individuals and institutions in the community. They are recruited by Parkway students, staff, and parents, as interests are recognized within the units. (e.g., student interest in medically related professions led to the establishment of a series of courses in local hospitals and clinics.) Many vocational learning experiences are developed in the community. Auto mechanics is taught in a garage by garage employees, art students study at the Art Museum and local art colleges with museum and college staffs, journalism students study with reporters at a newspaper, a practicing architect teaches architecture, housewives teach home economics, a local jeweler teaches gemology, a large industry teaches business management, etc., etc. Parkway students have studied leathercraft, veterinary medicine, Swahili, child psychology, and many other subjects. If a student interested in cemetary management were to enter the Program, doubtless someone in that field could be found to help. Given the

resources of an urban center, no subject is impossible to offer. Community teachers are not paid. They are motivated by an interest in education, and concern for the future of their own fields, which often have felt the shortage of adequately trained personnel. Industries, businesses and professions are concerned about developing interest in their fields as early as possible. To the student, the advantage of "trying on" a variety of occupations, while still in school, is enormous. "Turned off" by the system, a student may find his interest in academic subjects rekindled by studying a specialized subject, because there is an opportunity to see a practical application of academic skills.

TUTORIAL is the family base of the Program and consists of a group of 20 students, a staff member and an intern. Tutorial is central to the successful operation of the Program. It is: a basic skills unit in which all students are provided with any needed support in English and math; a guidance group in which the tutorial leader helps students plan their courses; an evaluation unit in which the objectives and progress of the student and the Program are regularly discussed; and a human relations group where students learn to work effectively with a group which is likely to contain people of very different backgrounds and life styles. (Learning to function under these conditions is not easy, but it is perhaps the most important aspect of Parkway.)

In addition to formal learning stituations, students are involved in activities which help run Parkway. The procedure is simple: a specific problem is identified or a question raised and a group organizes itself to deal with it. The purposes are to involve students in the administration of the Program in a genuinely serviceable way, and to develop leadership and management skills. Groups have undertaken ways to improve intra- and inter-unit communications, work in public relations, locating class space, discovering who really has the power at Parkway. Groups do not always succeed with their tasks, but failures often prove as educational as successes when students identify reasons for failure and re-structure their approaches accordingly.

Periodically, all members of a unit join in town meeting to discuss, fight about, and perhaps solve, problems facing the unit. Town meeting may be chaired by a student, an intern or a teacher. An agenda is prepared and the items discussed. These may range from how to get a water cooler to a discussion of whether or not teachers should have veto power. Town meetings provide lessons in group organization (and group frustration) and are often starting points for the development of problem-solving groups.

From all these activities -- tutorial, classroom and community courses, town meetings and problem solving groups -- the Parkway student makes his schedule. With so much available to do, it is not surprising that many Parkway students commit themselves to long school days, often starting before nine and ending after five. Because opportunities are unlimited few students fall into tedious routine. As one student put is, "It is better than regular school but tougher because you're on your own. No one tells you what to do and how to do it -- you have to decide for yourself. You make the decisions, you take the responsibility. That's just the way it is."

Evaluation

At Parkway, evaluation is an on-going process which involves the student as much as the teacher. In many respects it is the central course of study; student constantly evaluate their goals, needs and objectives in order to choose courses, and they evaluate the effect of their choices in light of needs and interests. Evaluation is a daily activity, not a post-mortem.

Formal evaluation takes place at the end of each twelve week quarter. It may take up to two weeks and is considered a part of the curriculum -- without which the other parts would be pointless. Students and faculty assess their own, each other's, and the Program's progress. No letter grades or marks are assigned. Rather, earned credit is granted. Each student's record is composed of documents written by the teacher and the student for each course or activity in which the student is involved. Evaluations include the instructor's description of the course and his or her evaluation of the student's work; the student's evaluation of the course material, his or her own progress in the course, and an evaluation of the student's work; and an evaluation of the teacher (which may include suggestions for improvement). A complete set of evaluations for each quarter becomes part of the student's permanent record and a duplicate set is sent to his family.

Some scholar may want someday to review the development of Parkway and compare the changes which have taken place with those suggested in evaluations. The probability is that there would be a high degree of correlation, for Parkway courses have been abolished or initiated, teaching methods changed, and curriculum altered, in response to opinions expressed in evaluations. Such development is for the Program's benefit, for no student can be expected to learn or grow in a situation which will not grow with him.

The Alternate Learning Project -- Providence, Rhode Island

The Alternate Learning Project of the Providence School Department is an attempt to develop alternative models for secondary education experiences. Providence students in grades nine through twelve are developing in cooperation with parents, teachers and various community agencies, individual educational programs. Focal point of all school activities is the ALP Center, located in a vacated bowling alley in the downtown section of Providence.

The Center is easily accessible to the major downtown businesses and to excellent library and educational resources. The Center provides the necessary resources and social support to the student who is seeking to develop a program of educational and personal goals and objectives which he feels committed to.

The community is the operating environment in which students gather the cumulative experiences which are designed to bring them to some realization of their goals or to discover new directions or abandonment of goals not in the best interest of the student. This process does away with the "sense of failure" that many students feel in a traditional school setting.

The process allows the student to try something with honesty and effort and to abondon goals found not worthy of further investigation.

Primary goals of the Alternate Learning Project are:

1. to produce an individual capable of establishing his own goals in life through interaction with his total social and physical environment.

2. to create a learning environment which increases the options for a variety of teaching and learning relationships.

3. to create an atmosphere which encourages maximum group participation in terms of individual educational programs (planning, operationalization and evaluation).

4. to create an atmosphere which encourages group participation in terms of planning, operationalizing and evaluation of the institutional program.

5. to create a circumstance in which the teacher, community representatives, the pupil, and the parent are accountable for the students' educational and psychological progress.

Curriculum

The program has two major parts: the City Game and the Arts Cluster; throughout the program the work is non-graded and provides for individualized instruction.

The City Game has as its focus the issue of social and political change in the city of Providence. Within the City Game there are four major areas from which to choose: Health and Welfare, Education, Law and Justice and Communications. For example, Health and Welfare include work in medical care, problems of the aged, mental health and retardation, welfare and ecology; Law and Justice, work in civil rights and liberties, juvenile justice, law envorcement, and state and local governments; Education, work in early childhood learning and development, problems in city schools, new approaches in education and schooling; Communications, work in journalism, television, radio and the press.

Each student in the City Game commits him or herself to:

1) Field Placement - 6-9 hours of on-the-site jobs in the above areas including such places as the Childrens Center, the Training Schools, Polics Force, Health Centers, or Headstart. Costs for pupil transportation to placements are absorbed by the Project.

2) Field Workshop - In this course, students exchange ideas on their experience in the community as well as provide a basis for social action projects, student stipends ($15 per student) which are absorbed by the Project.

3) City Game Seminar - focuses on themes relevant to the City Game. It includes use of history, literature and film as they address issues of racism, sexism, poverty and violence. The Seminar confronts the participants with the reality that this society is theirs and offers guidance as to how to move within it.

4) Field-related Courses - for study in areas related to the City Game such as sociology, psychology, physiology and law. For example, a student working in education might choose to work in Educational Psychology or the Philosophy of Education.

Commitment to the City Game involves: 1) Field Placement - 6-9 hours a week, 2) Field Workshop - 3 hours a week, 3) City Game Seminar - 3 hours a week, and 4) at least one Field-related course. If time permits, students may also take courses of their choice not directly related to their field during hours 9 a.m. - 3 p.m. However, their fiest obligation is to the City Game, and it takes priority.

The second division within ALP's Educational Program is the Arts Cluster which consists of three separate areas:

PERFORMING ARTS
Theater
Film Study
Music

VISUAL ARTS
Painting
Drawing
Pottery
Ceramics
Weaving/Macrame
Photography
Filmmaking

DESIGN AND CONSTRUCTION
Architecture and Design
Carpentry
Mechanics
Construction

Membership in the Arts Cluster entails the following in addition to two or three workshops or field-related courses in the area chosen by the student:

1) Field Workshop - dealing with the issues of creativity as well as allowing for interpersonal discussion. Outside speakers contribute their talents and experience to the course. A Field Workshop is offered in each Arts Cluster area for three hours a week.

2) Arts Cluster Seminar - based on readings in literature, history and philosophy dealing with themes of identity and freedom, sexuality, love, happiness and the relation between thought, feeling and action. Three hours a week.

All other courses (the Potpourri) occur in the afternoons on Monday, Wednesday, Thursday, and Friday. This is an opportunity to take a variety of other courses including the traditional college requirements as well as workshops in special interest areas, be they in the Arts, Sciences or the Humanities. Tuesday afternoons are used for all-school activities, governance meetings, small group sessions, mini-lectures, demonstrations, films and casual interaction. Class activities are suspended during this time each week.

The structure of this program provides each student with an opportunity to engage in a comprehensive and relatively in-depth set of coherent activities of an experiential as well as reflective nature, directed toward the integration of ideas and action. A commitment of four months to a given area or "package" is required after which time a student may continue pursuing his/her initial selection, decide to pursue another "package" or dispense with the offerings entirely in order to set up her/her own program of study.

Contractual Agreement and Evaluation Procedure

At the inception of the 1973-74 program and in conjunction with his/her counselor, each student will participate in a goal-setting exercise for the year. Further, upon entering any course of study within the school, both student and teacher will sign a contractual agreement attesting to the work to be covered, the method(s) by which this will be done, the resources to be employed, and the fact that both student and teacher will be held accountable to one another for the stated endeavors. The contract can be broken only by mutual agreement of student and teacher.

In addition, both student and teacher will be responsible for entering quarterly work evaluations into a dossier kept for, and available at all times to, each student. The evaluations will be written although several other evaluative methods other than direct reporting will be explored and encouraged. These could take artistic forms, collage or impressionistic log, or be the product itself (i.e., paper, photographs, poems) of a student's work.

Formal internal evaluation of the total program is the responsibility of an evaluator from Harvard University in conjunction with the Educational Community Manager. External evaluation of the Project is done by a research team from the University of Rhode Island Curriculum Research and Development Center.

Staffing

Chief among the shortcomings of the Alternate Learning Project's first year was the school's reliance upon a large volunteer staff to meet an overwhelming number of continually-changing student interests. The current Educational Program reduces the need for large numbers of volunteers by limiting the number of activities taking place at any one time and by supplementing the current core staff of seven with a number of half-time teaching interns and resident fellows with particular specialties and one full-time teacher to cover the area of Mathematics and Science.

The Student Body

The ALP has increased its student membership to one hundred twenty-five (125) Providence residents: seventy remaining first year and second year students and fifty-five new students. The new students will be selected by lottery with regard to race, sex, grade and socio-economic background.

School Governance

The Alternate Learning Project is a co-operative effort among five partners: students, staff, parents, community people and the Providence School Department. It was discovered early that mechanism(s) required to adequately allow for the input of all constituents could not be developed without prior delineation of the decisions to be made within the school, and agreement as to which parties should be empowered to make which decisions. Governance procedures have undergone several changes.

Work was completed on a governing constitution, formation of a Community Review Board within the school to handle matters of internal discipline. and the reworking of a Social Contract outlining student responsibilities entailed in membership in the school.

Parent Involvement

ALP hopes to serve as a vehicle through which parents and students can come together in a new understanding of each other as persons. ALP devotes much energy to involving parents in an integral way in the school's process. Presently, the nature of this involvement is undergoing re-definition with a real possibility being that there will be opportunities for parents to teach, facilitate school functions, sit on the Community Council, participate in student-parent interpersonal workshops or take courses at ALP. Also, parents will continue to meet and talk with staff often in regularly-scheduled student-staff-parent conferences.

Community Involvement

As mentioned earlier, the thrust of ALP is toward employing more fully the resources of the city of Providence and making the school a truly community-based project. Members of the community are involved in ALP in various aspects and roles: 1) as members of the Community Council to advise on policy concerning the Educational Program, selection of staff, and as liaison between ALP and the offices of the School Department, 2) as participants in the daily operation of the school as community teachers or supervisors to students in field placements, 3) in locating and involving other community businesses and organizations which would either intern students or disseminate information about the school. Also, ALP hopes to develop a thorough-going community resources file available to everyone in the school to be used as a reference for developing projects, obtaining teachers and materials.

The Advancement School -- Winston-Salem, North Carolina

The North Carolina Advancement School is designed for the purpose of conducting research and experimentation into the causes of and remedies for underachievement in the public schools of North Carolina. Throughout all their efforts there is an interest in changing the instructional environment to fit the needs of the child rather than forcing the child to conform to classroom conditions and bureaucratic constraints. An instructional program has been designed for underachieving students and is the base for con-

ducting the research. Since the school was first funded by the state in 1967, some 1,000 boys, ranging from fourth- through eighth-grade participated in a residential program. One intent of the program has been to prepare these youngsters for entry into high school. In the fall of 1971 the program was changed to a day program.

The shift to a day program was recommended in view of the fact that experimental programs for day students would have more applicability for the public schools. The residential program had allowed detailed study of the characteristics of the underachiever in settings other than the classroom; however, this phase of research was completed in 1971.

The 1971-72 school year was viewed as being a developmental year in which research conducted in previous years would be incorporated into a day program. As an experimental school, it was believed that the Advancement School should work toward developing a program which would fuse such knowledge within a setting not unlike that of the public schools.

Instructional Objectives

The instructional program of the Advancement School, as originally outlined in 1968 is based on the idea that humanizing influences should be brought to bear on the educative process. "Self-actualization theory" as espoused by Maslow has been used as a model. This theory, based on motivational research, describes the process of self-actualization with respect to two general classifications of needs: deficiency and growth.

Deficiency needs are those needs which an individual cannot fulfill for himself. These needs are the need for love or acceptance, the need for a psychologically safe environment, and the need to acquire some sense of status within a group setting. The individual must rely on others to fill these needs. A deficiency in meeting these needs results in the individual experiencing inadequate mental health.

Growth needs are those needs which the individual can fulfill by himself and which contribute to his own personal growth. The need to achieve academically is one example of growth needs.

The theory of self-actualization implies a dependent relationship between these two categories of needs. If deficiency needs are met, the individual is then enabled to pursue his own personal growth needs. It is further implied that if the individual feels good about himself through his relationships with others who are significant in his life, he has the capacity for deciding the directions which he should take as a growing individual.

An instructional program based on self-actualization theory therefore attempts to provide an environment in which the child feels accepted, psychological well-being of the student is enhanced.

More specific objectives outlined in 1968 continued to be a basis for structuring the 1971-72 instructional program:

1. To provide an atmosphere free from pressure in which the underachiever can begin expressing himself.

2. To provide an atmosphere in which the underachiever can evaluate his values, his abilities, his level of achievement, and his interests.

3. To create an atmosphere in which the underachiever can see ways of relating these values, abilities, attitudes and interests to society in a more productive way and thus improve his self-concept as a person as well as a learner.

4. To provide for the individualization of instruction in skill development and other academic areas.

5. To provide the underachiever with opportunities to pursue special interests and abilities in depth, according to individual need.

6. To create a learning situation in which constant feedback can be gained for diagnostic and prescriptive purposes.

7. To provide experiences which are purposeful and meaningful to the learner, challenging and yet within the range of his ability.

8. To provide experiences which allow the satisfaction of success.

9. To provide alternatives which develop the individual's ability to accept responsibility, to make wise decisions and choices.

10. To provide experiences in which the learner is able to use his acquired knowledge, both reinforcing the learning process and providing real meaning to the experiences.

A Description of the Program

This past year sixty-one sixth-grade boys were randomly selected for the instructional program from nominations by teachers and principals in Winston-Salem/Forsyth County schools. Criteria for admission were that the student be of average intelligence and one or more grade levels below his expected academic achievement. Standardized test scores, teacher judgment, and student grades were considered in selecting students. The average age of students at the beginning of the school year was eleven years, six months. The average intelligence was 98.1 The group included thirty-six white students and twenty-five black students.

Students attended the Advancement School for the entire school year. The school day began at 8:30 a.m. and concluded at 2:30 p.m. The calendar of the Winston-Salem/Forsyth County public schools was followed.

At the beginning of the school year, students were divided into two groups of thirty boys each, with one teacher assuming primary responsibility for each group. The remaining instructional staff served as resource teachers in reading, mathematics, science, physical education, art, and shop. Several resource rooms were set up and a variety of activities were made available in each room. The resource teachers circulated around the different rooms offering individual help. No grades were given, although teachers frequently discussed each student's progress in conference with him.

Typically, each of the two groups met twice daily. The meetings were held in each group's "block room" with the primary teacher; resource teachers frequently met with them. The students were responsible for creating and maintaining order, giving opinions and suggestions about the instructional program, and for planning their own schedules.

Students could choose to work in resource areas or engage in special activities. They were not required to participate in any specific activities, although there was encouragement to take part in reading and mathematics activities. Students had the ultimate responsibility for deciding what they wished to study and when and how they would pursue activities.

Afternoon meetings were used by teachers and students to jointly evaluate activities during the day and to discuss both individual and group problems.

Two counselors, who worked with the program, involved themselves during the day as resource persons for both students and staff. In addition, several programs were initiated for parents. These included conducting workshops for parents, periodic evening meetings, and counseling groups for parents who volunteered. The parent programs were of an experimental nature, since this was the first year in working with students whose parents lived in close proximity to the school. The programs attempted to give parents insight into the nature of their children's problems as well as help in improving the home environment.

Several changes in the instructional program were made during the school year. More structure was added, particularly in the reading and mathematics classes. These changes reflected some of the problems which arose during the year and are discussed in a later section.

Description of the Environment

To provide a more detailed description of the environment, periodic observations of the instructional program were made by the research staff. Observations were compiled in written form and were used to aid the instructional staff in evaluating their work. Among the written observations compiled during the year were interviews with student teachers who spent time with the program, recordings of staff meetings, periodic observations of classrooms, and observations of students for an entire day.

Following is a brief summary of these observations of the environment made during October, 1971:

1. More learning appears to be taking place in the affective domain than in the cognitive domain.

2. Many boys are seriously interested in improving their skills in reading and math.

3. The atmosphere is noticeably different in different parts of the building.

4. Large group instruction is almost non-existent.

5. A considerable amount of peer teaching is in evidence.

6. Some students find it very difficult to concentrate due to disruptions caused by other students' activities.

7. Student meetings are informal and democratic.

8. Teachers are more like resource people than the traditional teacher.

9. The student-teacher relationship is characterized by informality, warmth, openness, and friendliness.

10. A great deal of empathy is shown by the staff.

11. Some members of the staff seem defensive with regard to the instructional program.

12. Some members of the staff would like to see a greater degree of structure in the program.

13. The staff's patience with students is infinite.

As these observations indicate, there were both positive and negative aspects of the program. Perhaps the most positive aspect of the program was the relationship between the staff and students. Teachers were observed to be empathetic, friendly, warm, patient, and open. This caring relationship appeared to overcome many of the problems which the staff encountered in implementing the program.

Some of these problems, many of which were noticeable in the observations, were:

1. The difficulty of the staff in working out individual roles.

2. The difficulty of fusing affective and cognitive aspects of learning.

3. The need for more structure became evident early in the year; the process of providing more structure during the remainder of the year was more difficult than if more structure had been established initially.

4. The staff had difficulty understanding and carrying through the idea of the teacher as model.

5. The lack of appropriate peer modeling also interfered with the implementation of the program.

Through working out these problems, the staff was able to gain considerable insight into the role of the teacher in an open learning atmosphere. The experimental nature of the program allowed the staff to be flexible and to make changes when necessary. The knowledge gained about the role of the teacher, the need for structure and the kind of structure needed, ways to fuse affective and cognitive learning, and the realization that a caring relationship between the teacher and student can overcome problems which exist -- all will contribute toward the improvement of future programs.

Evaluation and Reporting

Each student receives extensive testing at the Advancement School to determine his intellectual abilities, working abilities, and his social adjustment. Results of these tests are reported to the student's home school. A comprehensive case study is prepared by each student's counselor at the end of the term and is sent to both the parents and the school. In addition, periodic reports are issued to parents during the student's stay. Parents are encouraged to meet with their son's counselor when possible in order to better home-school communication. The student's progress is also followed after he leaves the Advancement School.

One of the most important goals of the Advancement School is to conduct research to determine the causes and possible remedies of underachievement. To meet this goal, an extensive research program is carried out by staff members. Results of the research conducted at the school are shared with schools and educators throughout North Carolina.

The Joint Committee on Educational Goals and Evaluation -- California

The Joint Committee on Educational Goals and Evaluation was established in 1969 by the Legislature of the state of California; any results from their effort are due to state initiative then, rather than that of local or federal levels.

The committee, shepherded through its early years by State Assemblyman Victor Veysey, was originally composed of all the members of the education committees of the two houses of the legislature and three members of the State Board of Education. Armed with enabling legislation the committee set out to determine and recommend the best means for (1) identifying educational goals and

objectives appropriate to the needs of modern society and (2) the means for developing a comprehensive state-wide plan of assessment and evaluation designed to measure the degree to which the public school system is achieving such goals and objectives.

According to Mr. Veysey, the committee is to labor under the premise that a grass-roots approach to goal-setting is the necessary and logical approach. Basic to their approach is the assumption that schools should be returned to the people, because school boundaries and community boundaries are no longer clearly defined. That is, parents and non-parents, educators and non-educators, students including drop-outs all have concerns about what the schools should be teaching.

Their master plan for goals and evaluation development begins at the local school level and includes a very creative use of the mass media; employment of the old "town hall" concept of open debate; the creation of training sessions for district leadership; and training sessions for the citizenry at large. They feel strongly that if a goal-setting process is to be legitimate, all segments of a community must be involved in the process. Then, at a point in the future, goals and objectives identified at local levels are to be assembled and forwarded on to the State Board of Education as recommendations for adoption.

The following is a complete list of their guiding principles:

1. The support of the public for such goals is essential.

2. The value of setting goals is as much in the process of participation as in the final outcome.

3. Inasmuch as the learning process is recognized as being dynamic and individualistic, any objectives of education that are established should not become too specific or too restrictive as to stultify the learning process.

4. To ensure that the goals and objectives of public education continue to be appropriate and relevant, a recycling process should be designed.

5. Those with authority for educational policy should take a role of leadership in identifying goals of education.

6. An assessment of needs, relevant to the present and long-range future of public education, should be accomplished during the goal-setting process.

7. The involvement of the legislature in the establishment of educational goals and objectives for California public schools would provide a necessary linkage between the public and those responsible for educational policy.

8. An assessment and evaluation program should be comprehensive and explicit in identifying the relationships between human and material resources, the educational process, and learning growth in terms of student achievement and attitudes, cost-benefits, and other goal-related criteria.

9. Goals and objectives should be recommended for adoption to the State Board of Education after consideration of goals and objectives identified by local education agencies.

10. The study identifying the goals and objectives of education should be accomplished in less than two years.

11. Legislation should be adopted which directs local education agencies to state the philosophy, goals and objectives of their educational program.

12. The development of an assessment and evaluation program that would measure progress toward the goals and objectives of education that have been identified should serve several purposes, such as: the collection of data on children who are entering the California public schools for the first time; the measurement of student progress across grade or age levels in areas of instruction; and evaluation of special programs.

13. Advisory committees should be appointed to assist the joint committee in its work. Members of these committees should be selected from many segments of the public, including students, parents, educators, members of governing boards, and persons with demonstrated expertise in appropriate areas of study.

14. When the process of setting goals and objectives has been completed and the evaluation design has been accepted and formalized for purposes of implementation and administration, the State Board of Education should be responsible for the continuing leadership role in the data-collection and evaluation process.

Committee composition has changed over the years. At present, instead of *all* members of the assembly and senate education committees retaining membership, the membership consists of four Assemblymen , four Senators, four State Board of Education members and one student advisor. An Assemblyman, John Vasconcellos, is the current chairman. In addition, there has been the addition of a Citizen's Steering Committee, comprised of representatives of interested lay, professional, and community groups, which acts in an advisory capacity to the Joint Committee on all policy matters before action is taken. The committee feels that their demonstrated interest in the position of the Steering Committee on issues, along with conducting open hearings, provides a model of responsive, democratic government.

Results of the Committee activity appear in the form of two volumes entitled Education for the People: Guidelines for Total Community Participation in Forming and Strengthening the Future of Public Elementary and Secondary Education in California (Vol. 1 and 2). These were put together from testimony at countless public hearings, and they detail the methodology for the development of local goals and objectives.

This past year 22,000 of these volumes were distributed to the 58 county superintendents whose responsibility it became to send them to districts within his county. It was to follow that each district superintendent was to see that every building principal, teacher association, classified employees association, governing board, and major student group within the district received a copy. At that point it became the responsibility of school officials, aided by a statewide media campaign, to see that as many people as possible became informed about and involved in this exemplary statewide goal-setting process.

To date 91% of all California school districts have completed, or are in the process of completing, a goal setting process. Of these, approximately 69% conducted the process with broad based school/community participation. Further, there is a goal that 100% of the districts will have determined their educational philosophies, goals, sub-goals, and priorities by March 1, 1974, the cut-off date for forwarding information to the state.

Preliminarly feedback from people in the field indicates that the goal setting process is working but not without some problems. People have spoken about their frustrations in getting their local school administrators to sanction the process for their home area. They speak of a communication breakdown between parent and school. Many have been concerned that more communication should occur so all persons would have an opportunity to know what the Committee is trying to accomplish. In order to ameliorate these concerns, the Committee acted as a facilitator for communication between school officials and concerned parents in two urban districts, and conducted a number of regional hearings throughout the state.

The next step toward accountability in education will be the assessment of accomplishments to determine the extent to which state program objectives are being reached. The state assessment program to be developed by the committee should be supportive of local efforts to innovate and succeed while generating information needed for state policy making. With this information, a rational approach to the allocation of state resources for education will be possible.

IV. References

Conant, James B. The American High School Today: A First Report to Interested Citizens, McGraw-Hill Book Company, Inc. 1959.

Cremin, Lawrence A. The Transformation of the School, Alfred Knopf, 1962.

Gallup, George H., "Fourth Annual Gallup Poll of Public Attitudes Toward Education" Phi Delta Kappan, 54:33-46, September 1972. (It should be noted that the Gallup organization has been highly regarded as a public opinion polling agency for many years.)

Harris, Louis. "The Life Poll", Life, 66:22-35, May 16, 1969. (It should be noted that the Harris organization has been highly regarded as a public opinion polling agency for many years.)

Schneider, E. Joseph. "Roadblocks to Reform", an interview with Harmon Zeigler in D & R Report, 2:3-5, April, 1973.

V. Sources of Additional Information

1. Calexico Intercultural Design

   For further information write:
   Mr. Harvey Miller
   Calexico Unified School District
   P.O. Box 792
   Calexico, California 92231
   (714) 357-1733

2. The Parkway Program

   Those interested in further details may write for
   DESIGN FOR A LEARNING COMMUNITY
   Address:
   The Parkway Program
   c/o The Franklin Institute
   20th and Parkway
   Philadelphia, Pennsylvania 19103
   (215) 448-3761

3. Alternate Learning Project

   For further information write:
   Lawrence Paros
   Project Director
   180 Pine Street
   Providence, Rhode Island 02903 (401) 272-1450

4. The Advancement School

   Contact:
   John N. Bridgman, Director
   North Carolina Advancement School
   1621 East Third Street
   Winston-Salem, North Carolina 27101
   (919) 723-2986

5. The Joint Committee on Educational Goals and Evaluation

   For information, contact:
   John Vasconcellos, Chairman
   Joint Committee on Educational Goals and Evaluation
   Assembly P.O. Box 83
   State Capital
   Sacramento, California 95814
   (916) 445-1898